

SS 582 Problems of Ethics

A study of conflicting philosophies of life and ethical theories.

SS 583 American Philosophical Thought

A study of the more original and influential philosophies developed in America from the Colonial period to the present.

GRADUATE
STUDIES

THE
MASTER'S
DEGREE

STATE COLLEGE
INDIANA, PENNSYLVANIA

1961

1962



LEONARD HALL

Issued Annually by the Trustees of the Indiana State College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

THIS COLLEGE IS ACCREDITED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION FOR THE PREPARATION OF ELEMENTARY AND SECONDARY TEACHERS AND TEACHERS IN THE SPECIAL FIELDS OF ART, BUSINESS, HOME ECONOMICS, MUSIC, DRIVER AND SAFETY EDUCATION, DENTAL HYGIENISTS, AND PUBLIC SCHOOL NURSES WITH THE MASTER'S DEGREE AS THE HIGHEST DEGREE APPROVED, AND BY THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

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CALENDAR

June 1, 1961—June 1, 1962

Pre-Session, June, 1961

- | | |
|------|--|
| June | 1—Applications for admission to the Graduate Division, for all students who plan to take work during the Pre-Session, must be filed at the Graduate Office on or before this date. |
| June | 8—Registration and payment of fees for all graduate students in Pre-Session. |
| June | 9—Pre-Session classes begin.* |
| June | 15—Applications for admission to the Graduate Division, for all students who plan to take work during the Main Session, must be filed at the Graduate Office on or before this date. |
| June | 22—End of classes, Pre-Session. |

Main Session*

- | | |
|--------|--|
| June | 22—Registration and payment of fees for all graduate students in Main Session. |
| June | 26—Main Session classes begin. |
| July | 20—Applications for admission to the Graduate Division, for all students who plan to take work during the Post-Session, must be filed at the Graduate Office on or before this date. |
| August | 4—End of classes, Main Session. |

Post Session

- | | |
|--------|--|
| August | 3—Registration and payment of fees for all graduate students in Post-Session. |
| August | 7—Classes begin, Post-Session.* |
| August | 18—Classes terminate, Post-Session. |
| August | 24—End of Post-Session. |
| August | 31—Applications for admission to the Graduate Division, for all students who plan to take work during the Fall Semester, 1961-1962, must be filed at the Graduate Office on or before this date. |

*During the Pre- and Post-Session classes will meet on ten days. On each day there will be two sessions; one starting at eight o'clock and running to 9:15, with the second starting at 10:45 and running to 12:00. During Main Session graduate students may carry three courses. For each course there will be one class meeting for an hour in length per day.

Fall Semester, 1961-62

- September 12—Registration and payment of fees for all graduate students in Fall Semester.
- September 14—Evening classes begin.
- September 16—Saturday classes begin.
- November 22—Thanksgiving vacation begins.
- November 27—Thanksgiving vacation ends.
- December 18—Christmas vacation begins.
- January 1—Christmas vacation ends.
- January 16—Applications for admission to the Graduate Division, for all students who plan to take work during the Spring Semester, must be filed at the Graduate Office on or before this date.
- January 20—Semester ends.

Spring Semester, 1961-62

- January 27—Registration and payment of fees for all graduate students in Spring Semester.
- January 27—Saturday classes begin.
- January 30—Evening classes begin.
- March 14—Spring Vacation begins.
- March 21—Spring Vacation ends.
- April 20—Easter weekend begins.
- April 23—Easter weekend ends.
- May 19—Classes terminate.
- May 23—Semester ends.

Pre-Session	Main Session			Post-Session
	7:45-8:40	9:20-10:15	10:55-11:50	
El 542 Arithmetic in the Elementary School	Math 562 Fundamental Concepts of Analysis	Math 572 Projective Geometry	Math 510 Seminar in Math I	Mus 530 Music Criticism
Mus 521 Music Literature and Materials	Mus 504 Music Literature of the 18th Century	Mus 505 Music Literature of the Early Romantic Era	Math 511 Seminar in Math II	Guid 537 Techniques Used in Counseling
Mus 534 Comparative Instru- mental Methods	Mus 513 Advanced Band Scoring	Mus 501 Advanced Choral Conducting	El 546 Modern Procedures and Skills in Elem. Music	Guid 538 Organ, and Adm. of the Guid. Program
Sci 521 Recent Advances in Science	Guid 531 Philosophy and Prin- ciples of Guidance	El 531 Curriculum Problems in Elem. Education	El 544 Recent Trends in Elem. Lang. Arts	Psy 531 Psychology of the Exceptional Child
Ed 513 Social Foundations of Education	Guid 536 Occupational and Edu- cational Information	El 533 Reading Disabilities of Elem. Sch. Children	El 541 Special Problems in Elem. Social Studies	Psy 532 Studies in Child Adj. and Guidance
Ed 531 Reading Problems of Jr. and Sr. H. S. Students	Guid 537 Techniques Used in Counseling	Ed 512 Philosophical Founda- tions of Education	El 543 Resource Material in Elementary Science	Psy 540 Mental Hygiene
Ed 515 Elements of Research	Geog 527 Middle America and West Indies	Ed 516 Statistical Methods in Education	Mus 532 Seminar in Music Education	Ed 518 Prod. and Use of Aud- Visual Materials
EngS 524 Contemporary Poetry	Sci 546-547 Biochemistry I, II	Sci 551-552 Taxonomy		EngS 522 Chaucer
Guid 539 Group Guidance	Ed 516 Statistical Methods in Education	Guid 533 Evaluative Methods in Guidance I	Guid 532 Psychology of Growth and Development	SS 521 Contemporary American Issues
Guid 533 Evaluative Methods in Guidance II	Ed 513 Social Foundations of Education	Guid 531 Philosophy and Prin- ciples of Guidance	Guid 534 Evaluative Methods in Guidance II	SS 510 New Viewpoints in Social Studies
SS 552 Comparative Economic Systems	Ed 522 Principles and Practices of Speech Improvement	Guid 540 Clinical Techniques in Guidance	Guid 535 Study of the Individual	HPe 521 Advanced Seminar in Health and Safety— Community-School Health Ed. Workshop
	EngS 527 Restoration Drama	Geog 532 Mediterranean World	Ed 515 Elements of Research	
	El 545 Experimental Studies in Art Education	SS 533 Social and Intellectual History of U. S.	SS 562 Deviant Behavior	
		Fl 521 Language and Society	EngS 521 Modern European Fiction	
		Bus 521 Economic Background of Business		

TENTATIVE SCHEDULE—1961-1962

Fall Semester

Tuesday Evenings—5:30-7:10

- | | | |
|------|-----|--|
| Geog | 531 | Northwestern Europe |
| Ed | 516 | Statistical Methods in Education |
| Ed | 512 | Philosophical Foundations of Education |
| Guid | 533 | Evaluative Methods in Guidance I |

Tuesday Evenings—7:30-9:10

- | | | |
|------|-----|---------------------------------------|
| Math | 510 | Seminar in Math I or II |
| SS | 542 | Contemporary Latin American Problems |
| Guid | 531 | Philosophy and Principles of Guidance |

Thursday Evenings—5:30-7:10

- | | | |
|------|-----|---|
| EngS | 534 | Types of Novel |
| Sci | 534 | The Solar Family |
| Guid | 537 | Techniques Used in Counseling |
| El | 531 | Curriculum Problems in Elementary Education |

Thursday Evenings—7:30-9:10

- | | | |
|-----|-----|--|
| FL | 521 | Language and Society |
| Sci | 543 | Embryology I |
| Sci | 569 | Electricity and Magnetism I |
| Psy | 532 | Studies in Child Adjustment and Guidance |
| Ed | 515 | Elements of Research |

Saturday Mornings—9:00-10:40

- | | | |
|------|-----|--|
| Math | 521 | Basic Concepts in Math |
| Mus | 502 | Advanced Instrumental Conducting |
| Geog | 554 | Physiography of United States |
| Guid | 536 | Occupational and Educational Information |
| Art | 521 | Contemporary Movements in Art |
| Ed | 515 | Elements of Research |
| Guid | 551 | Individual Diagnosis in Guidance |

Saturday Mornings—11:00-12:40

- | | | |
|------|-----|--|
| El | 533 | Reading Disabilities of Elementary School Children |
| Math | 534 | Functions of a Complex Variable I |
| Mus | 511 | Composition |
| SS | 571 | Foreign Policy Studies |
| Guid | 535 | Study of the Individual |
| Guid | 539 | Group Guidance |
| Ed | 531 | Reading Problems of Junior and Senior High School Students |
| Ed | 540 | Mental Hygiene |
| EngS | 525 | Early English Drama |

Mus 540-591 will be offered as needed

Geog 550 may be scheduled on an individual basis through the Chairman of the Geography Department

TENTATIVE SCHEDULE—1961-1962

Spring Semester

Tuesday Evenings—5:30-7:10

- | | | |
|------|-----|---------------------------------|
| Geog | 557 | Geographic Research |
| Guid | 535 | Study of the Individual |
| Ed | 513 | Social Foundations of Education |

Tuesday Evenings—7:30-9:10

- | | | |
|------|-----|-------------------------------|
| Math | 581 | Advanced Statistics |
| SS | 592 | Comparative Cultures |
| Guid | 537 | Techniques Used in Counseling |

Thursday Evenings—5:30-7:10

- | | | |
|------|-----|--------------------------------------|
| EngS | 530 | Tennyson and Browning |
| Sci | 532 | Interrelationship in Science |
| Psy | 533 | Psychology of Personality |
| Ed | 534 | Diagnosis and Remediation in Reading |
| Bus | 521 | Economic Background of Business |

Thursday Evenings—7:30-9:10

- | | | |
|-----|-----|-------------------------------------|
| Mus | 521 | Music Literature and Materials |
| Sci | 544 | Embryology II |
| Sci | 570 | Electricity and Magnetism II |
| Psy | 531 | Psychology of the Exceptional Child |
| Ed | 515 | Elements of Research |

Saturday Mornings—9:00-10:40

- | | | |
|------|-----|--|
| Math | 584 | Insights into Modern Math |
| Mus | 533 | Comparative Choral Methods |
| SS | 583 | American Philosophical Thought |
| Ed | 516 | Statistical Methods in Education |
| Guid | 534 | Evaluative Methods in Guidance II |
| Guid | 536 | Occupational and Educational Information |
| El | 542 | Arithmetic in the Elementary School |

Saturday Mornings—11:00-12:40

- | | | |
|------|-----|---|
| El | 541 | Special Problems in Elementary Social Studies |
| EngS | 524 | Contemporary Poetry |
| Math | 535 | Functions of a Complex Variable II |
| Mus | 503 | Music Literature of the Baroque Era |
| Geog | 534 | China, Korea, Japan |
| Guid | 531 | Philosophy and Principles of Guidance |
| Guid | 539 | Group Guidance |
| Ed | 515 | Elements of Research |

Mus 540-591 will be offered as needed

Geog 550 may be scheduled on an individual basis through the Chairman of the Geography Department

GRADUATE STUDIES

at State College

Indiana, Pennsylvania

General Information

Location

Indiana State College is located in Indiana, Pennsylvania, a community with a population of approximately 20,000. Indiana is 30 miles north of Johnstown and 60 miles northeast of Pittsburgh. Situated in the foothills of the Allegheny Mountains, Indiana has a climate that is conducive to study the year round.

College Catalogue

Detailed information about the College, its academic requirements, the names of the faculty, and the facilities are described in the general catalogue. This publication may be obtained by writing to the Registrar.

Library

The College Library provides excellent facilities for graduate work with professional librarians readily available for assisting with specialized reference work.

The present book collection of over 68,000 volumes is supplemented by extensive holdings of periodicals, microfilms, microcards, curriculum materials, federal and state documents, association publications, and phonographic records.

The Rhodes R. Stabley Library was opened in 1961. It is designed to give efficient service through a uniform flow of library materials in an attractive, but functional setting. At least one professional librarian is always on duty to provide reference service.

All periodicals, reference volumes, microfilm and microcard materials are located on the main floor of the library. The book collection arrangement follows the Dewey Decimal Classification System. Books numbered 000 through 600 as well as the *reserve book collection* are located on the ground floor. Books numbered 700 through 900, fiction, the *curriculum materials collection*, the *children's literature collection* and government documents are located on the top floor.

Graduate students are both encouraged and expected to spend time in the Library. Particular attention is given by librarians to graduate students in procurement of needed materials and the fur-

ther development of proficiencies. The Library subscribes to the spirit and the letter of the **General Interlibrary Loan Code** which regulates the procurement of interlibrary loans.

With the exception of those books which are reserved for special purposes, all books circulate for two weeks; unbound periodicals for one day. Bound periodicals do not circulate. Students should register for a Library Card which will be needed to take out library materials.

Hours: 7:45-5:00; 7:00-9:00—Monday, Wednesday, and Friday
7:45-5:00-5:00-9:30—Tuesday and Thursday
7:45-5:00—Saturday
2:30-5:00—Sunday

Specific suggestions for the personal use of library materials may be found in the research manual which every graduate student is required to purchase.

Placement Service

Placement is a service offered by Indiana State College to its graduates without charge. The services of the Placement Bureau are available to students who received their Master's degree or who have been accepted as candidates for the degree in the Indiana Graduate Program. Graduate students wishing to take advantage of placement service should complete the necessary forms with the Director of Placement.

Laboratory School

The Laboratory School with an enrollment of 350 students from kindergarten through tenth grade provides an opportunity for graduate students to observe and to participate in problems relating to teaching.

Audio-Visual Center

The Audio-Visual Center provides graduate students with an excellent collection of films, filmstrips, and other audio-visual equipment. Students may learn how to use audio-visual materials through courses offered in this area.

History of the Graduate Program

Graduate work was inaugurated at Indiana State College in September, 1957.

The Graduate Program at Indiana offers work leading to the degree of Master of Education. A student may now complete the requirements for this degree by following any one of ten programs. These programs offer majors in English, Elementary Education, Mathematics, Music Education, Biological Science, Physical Sci-

ence, Science, Geography, Guidance, and Social Studies. The curricula for these programs are explained in the following pages under the respective captions.

Admissions Policy for Graduate Study

Admission to the Graduate Study Program at Indiana is governed by the following policy which has been established by the Graduate Council:

1. The applicant must present a Bachelor's degree from a college or university that has been accredited by the Middle States Association of Colleges and Secondary Schools or the appropriate regional accrediting agency.
2. The applicant must present a transcript of his undergraduate work showing a 2.5 honor point value for all four years of his undergraduate work. The 2.5 assumes a grade of A to have 4 honor points per credit hour, a grade of B to have 3 honor points per credit hour, and a grade of C to have 2 honor points per credit hour. If the applicant's undergraduate record does not meet this 2.5 honor point value, or if he is a graduate of an unaccredited college, he may be admitted by making a satisfactory score on an entrance qualification examination.
3. The applicant must possess a Pennsylvania Teacher's Certificate or its equivalent.
4. Students applying for the degree in Music Education must present evidence of musical maturity in a formal audition before the Graduate Committee of the Music Education Department.

Admission to Graduate Study does not automatically mean that the student is a candidate for the Master's degree at Indiana. Admission to candidacy for the degree may be granted only after six or more hours of graduate work have been successfully completed at Indiana.

Steps Necessary for Admission

1. The applicant will file an application for graduate work with the Director of Graduate Studies. Write to Dr. I. L. Stright, Director of Graduate Studies, for application forms.
2. Each applicant will present a transcript of all undergraduate work taken for the Bachelor's degree. Transcripts of previous work taken at Indiana need not be submitted.
3. Each applicant may be required to have a personal interview with the Director of Graduate Studies or an assigned faculty member.

Admission to Candidacy for the Degree

The student should complete the following steps to qualify for admission to candidacy:

1. Submit an official application for admission to candidacy.
2. Submit a transcript of graduate work completed at other institutions.
3. Complete at least six semester hours of graduate work at Indiana.
4. Receive satisfactory course evaluations from the student's graduate instructors.
5. Submit a tentative program of study for the completion of the graduate program.

The application for admission to candidacy, the transcript of the graduate record, and the tentative program of study should be submitted by the student to the Director of Graduate Studies. Acceptance to candidacy requires the approval of the Director of Graduate Studies.

Semester Hours Required

A minimum of thirty semester hours of approved graduate work beyond a Bachelor's degree is required. A student who is teaching full time will be limited to four semester hours of work per semester. The number of semester hours obtained during summer sessions shall not exceed the number of weeks of attendance.

Time Limit

Thirty semester hours must be completed within the five-year period immediately preceding the date when all the requirements for the degree are completed. For justifiable reasons the Graduate Council may extend this period.

Residence

A minimum of ten semester hours will be required to be taken during summer sessions. Courses taken prior to September, 1957, at Indiana State College may not be used as graduate work.

Scholarship Requirement

A candidate must have maintained a grade point average of 3.0 (B), in all work taken after receiving the Bachelor's degree. Only grades of "A", "B", or "C" are acceptable toward a Master's degree. Marking system: grade of "A", 4 quality points; "B", 3 quality points; "C", 2 quality points.

Permanent Certification Requirements

By action of the State Council on Education, all college certificates issued after October 1, 1959, will require the completion of

at least twelve hours of post-baccalaureate work for permanent certification. The plan of the State Council is that after October 1, 1961, the requirement will be eighteen hours of post-baccalaureate work. The projected plan is that this requirement will, within the next few years, be increased to thirty semester hours of post-baccalaureate work to make a college teaching certificate permanent. Many states have already gone this far in their requirements for a permanent teaching certificate.

Certainly all teachers who are able to qualify for admission to a graduate program and who are able to profit by graduate work should be encouraged to do the six to thirty hours in a graduate program and to qualify for an earned Master's degree.

When to Apply for Admission

Application forms for admission may be obtained from the Graduate Office. Applicants are urged to complete the necessary steps for admission as soon as possible. Write to Dr. I. L. Stright, Director of Graduate Studies, State College, Indiana, Pennsylvania.

Scholarships

The Board of Trustees of the Indiana State College has authorized the college Loan and Scholarship Committee to divert some scholarship aid to meritorious graduate students. The following suggestions have been presented by the Loan and Scholarship Committee:

1. For the present that one \$50.00 scholarship be awarded each semester to that graduate student who best merits the award.

2. Three members of the Graduate Council serve as a committee to recommend the recipient to the Loan and Scholarship Committee.

3. Nominations for the award be made to the committee by the Director of Graduate Studies.

4. To be eligible for nomination the student must have completed twelve semester hours of graduate work at Indiana and be an approved candidate for the Master of Education degree at Indiana.

Undergraduate Summer Program

Indiana State College maintains a comprehensive program of undergraduate instruction throughout the summer. Detailed information on the undergraduate program may be obtained by writing to the Dean of Instruction for the undergraduate Summer School Bulletin.

Veterans

Indiana is approved to offer training under the Korean G.I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans).

Students who are entitled to training under one of these bills should contact the Veterans Counselor immediately after being accepted for admission to Indiana. The Office of the Veterans Counselor is in Room 101, Whitmyre Hall.

Auditors

Students not eligible to enroll for credit or not interested in credit may enroll as auditors. Course fees are the same as those required of persons enrolled for credit.

Housing Facilities

Room reservations can be made by writing to the Dean of Women. An advance registration deposit will not be required to reserve a room for summer sessions.

Students are not expected to room alone. Therefore, prospective students are urged to apply in pairs. In this way each student is assured a congenial roommate. Single applications are handled to the best possible advantage, but the college prefers that students make their own choices whenever possible. Applications for rooms are filed in the order in which they are received. Students are requested to write to the Dean of Women if there is any preference in rooms, and to indicate whether a room with or without water is desired. The college will give preferences to those whose reservation deposit has been paid in advance.

Men in the Indiana Graduate Program who desire housing facilities for the summer should write for information and reservations to the Dean of Men. All housing arrangements should be cared for as early as possible.

The housing fee, which includes room, board, and laundry, is \$16.00 per week.

Transfer of Credit

Six semester hours of graduate work taken at another accredited graduate school may be transferred to the Indiana Master's Degree Program. In all cases a request for transfer of credit must have approval of the Credit Evaluation Committee established by the Graduate Council.

Fees

Tuition Fee \$15.00 per semester hour

Tuition Fee for Music Education Students will be \$20.00 per semester hour for all courses except private instruction which will be charged at the rate of \$24.00 per semester hour.

Graduation Fee \$ 5.00

Activity Fee (charged in summer session only). The activity fee for the regular summer session is \$7.00, and \$2.50 each for the pre- and post-session.

Late Registration Fee Up to \$5.00 will be assessed a student who fails to complete registration, including payment of fees, on the dates and within the hours specified in the published procedure for registration for any particular semester or term.

Master's Cap and Gown Fee Candidates who have been accepted by the Graduate Division for the Master's degree are required to purchase or rent from the college bookstore a Master's cap and gown to be worn at the graduation exercises. The cap and gown rental fee is nominal.

Master's Hood Fee Candidates who have been accepted by the Graduate Division for the Master's degree are required to purchase or rent from the college bookstore a Master's hood to be worn at the graduation exercises. The Master's hood rental fee is nominal.

Thesis or Research Project Binding Expense The binding of the required copies of the thesis or the research project is an expense which must be cared for by each graduate candidate. The current charge for binding a thesis is \$4.00 per copy and for binding a research project, \$1.00 per copy.

Refunds If a student reduces his session schedule or withdraws from the program after 1/5 of any session or semester has elapsed pro-rated tuition fees will be returned only in the case where the change in schedule is due to a health condition verified by a Medical Doctor's statement.

Course Load

During the academic year a graduate student who is teaching full time is limited to a maximum of four semester hours of graduate work per semester.

During the summer sessions a graduate student may earn up to a maximum of ten semester hours of work.

Programming and Registration

New applications for admission to the Indiana Graduate Program must be submitted in accordance with the calendar which appears in the beginning of this bulletin. Each graduate student also must submit to the Graduate Office a program of courses for approval for any given semester or summer session in advance of the time specified for registration and payment of fees.

Curriculum for Master of Education Degree

"The education of a teacher needs to be seen as a whole, for it is the final product which is important rather than the content of any one stage. The aim of the process is to produce men and women whose intellectual and cultural backgrounds are broad and deep, who know the material they are to teach and who can present it skillfully. The balance among the three factors in the objectives of a particular graduate student's program will vary with the candidate's previous background and to some extent in view of the age group and subjects he will teach, but none of the three may be neglected."¹

In each of the several programs leading to the Master's degree at Indiana, the student takes work in four categories. In the first category he must take at least 14 hours and may do up to 22 hours in Content Courses in the particular program in which he is working. In the Content Courses the student is expected to enrich and increase his knowledge in his subject area field.

The second is entitled Professional Studies in which he must complete from 4 to 10 hours of work. The work in this area is designed to supplement the Professional Studies of his undergraduate program and to increase the student's general knowledge of the teaching-learning process and of basic professional problems.

In the third place, all students must take at least one course in the area of Foundations of Education. Courses in this area are designed to help the student realize the important place of public education in America.

In the fourth area every student must complete the course entitled Elements of Research. Research plays an important part to the graduate student in any of the Indiana programs. The research training should enable the student to acquire the techniques of research as well as to be able to interpret and comprehend current research as it is applied to a teacher's particular position.

Objectives and Philosophy of the Graduate Program

The primary purposes of the Graduate Program at Indiana, which leads to the degree of Master of Education, are to increase the competence of the general classroom teacher; to stimulate a greater awareness of educational philosophies and problems in order that teachers may assume more responsible roles in the educational program of their communities; and to provide an incentive for continued professional growth. Probably the principal characteristic of the Indiana Graduate Program is its primary objective—to help good teachers become better teachers.

¹ Document 4.73, Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education.

Student Responsibility

The graduate student is expected to know the requirements for the degree he plans to earn. While the officers and teachers of the Graduate Division will endeavor to aid in any way possible, the responsibility for any error in his own enrollment or in the interpretation of the requirements rests with the student.

Graduate Study in Reading

Elementary teachers interested in reading may apply six (6) semester hours of work in the area of professional studies in the Elementary Program. Junior and Senior High School teachers majoring in English may apply six (6) semester hours of work in the professional studies area in the English program. Reading will be written on the certificate valid for English when an applicant has completed a minimum of six (6) semester hours in developmental and remedial reading.

Normally a student will follow this sequence:

Elementary teachers will take El 533 as the initial course and then follow with Ed 534-535.

Secondary teachers will start with Ed 531 and follow with Ed 534-535.

CERTIFICATION OF GUIDANCE COUNSELORS

The following statement has been issued by the Department of Public Instruction, Bureau of Teacher Certification. These requirements became effective October 1, 1960. In Part C following each area the course or courses in the Indiana Graduate Program are listed.

Provisional Certificate Qualifications:

- A. Must have at least a provisional certificate to teach; or a Master's Degree from an approved school of social work plus an additional six semester hours of credit in the following areas:
 - 1. Principles of elementary or secondary education.
 - 2. Elementary or secondary school curriculum.
- B. Must have had two years of successful teaching, social work or professional counseling experience.
- C. Must have completed eighteen semester hours of graduate work distributed in the following areas:
 - 1. Philosophy and Principles of Guidance
Guid 531 Philosophy and Principles of Guidance

- °2. Growth and Development of the Individual in Childhood and Adolescence
 - Guid 532 Psychology of Growth and Development
 - Psy 533 The Psychology of Personality
- °3. The Study of the Individual
 - Guid 535 The Study of the Individual
 - Psy 532 Studies in Child Adjustment and Guidance
- 4. Tests and Measurements
 - Guid 533—
 - 534 Evaluative Methods in Guidance I, II
- °5. Collecting, Evaluating and Using Occupational, Educational and Related Information
 - Guid 536 Occupational and Educational Information
- 6. Administrative and Community Relationships
 - Guid 538 Organizing and Administering the Guidance Program
- °7. Techniques Used in Counseling
 - Guid 537 Techniques Used in Counseling
- 8. Group Guidance
 - Guid 539 Group Guidance
- 9. Supervised Experience in Counseling
 - Guid 540 Clinical Techniques in Guidance
 - Guid 551 Individual Diagnosis in Guidance

Permanent Counselor Certificate Qualifications:

- A. Must have a provisional counselor's certificate.
- B. Must have had three years of successful counseling. This experience should consist of at least half-time each week spent in counseling duties in a public elementary or secondary school.
- C. Provisional Counselor College Certificates issued after October 1, 1959, shall require for validation for the permanent form of the certificate the completion of Master's Degree or its equivalent** in the field of school counseling and guidance.
- D. Provisional Counselor College Certificates issued after October 1, 1961, shall require for validation for the permanent form of the certificate the completion of Master's Degree or its equivalent** in the field of school counseling and guidance, plus six additional graduate semester hours.
- E. Provisional Counselor College Certificates issued after October 1, 1963, shall require for validation for the permanent

*Required Areas—At least one (1) course is required in each.

**Master's Degree in Social Work.

form of the certificate the completion of Master's Degree or its equivalent^{°°} in the field of school counseling and guidance, plus twelve additional graduate semester hours.

- F. Provisional Counselor College Certificates issued after October 1, 1965, shall require for validation for the permanent form of the certificate the completion of Master's Degree or its equivalent^{°°} in the field of school counseling and guidance, plus eighteen additional graduate semester hours.

These additional hours of study shall be completed in at least three of the following areas: administration; supervision; curriculum; advanced course in Psychology, including Human Growth and Development; advanced courses in Measurement and Educational Statistics; and advanced courses in Guidance and Counseling.

^{°°}Master's Degree in Social Work.

Note: D. E. and F. under Permanent Counselor Certificate Qualifications are continued on the agenda of the State Council of Education pending change in legislation.

See the Indiana Curriculum in Guidance as it appears in the following section.

CURRICULUMS FOR THE MASTER OF EDUCATION DEGREE

BIOLOGY

Curriculum for Master of Education Degree

Students working for this degree with a major in Biology will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

Sci	531	Atomic Structure	2 s.h.
Sci	532	Interrelationships in Science	2 s.h.
Sci	533	History of Science, Scientific Literature, and Terminology	2 s.h.
Sci	534	The Solar Family	2 s.h.
Sci	541—		
	542	Comparative Anatomy I, II	4 s.h.
Sci	543—		
	544	Embryology I, II	4 s.h.
Sci	545	Microtechnique	2 s.h.
Sci	551—		
	552	Taxonomy of Plants I, II	4 s.h.
Sci	553—		
	554	Taxonomy of Animals I, II	4 s.h.
Sci	555	Principles of Plant and Animal Distribution	2 s.h.
Sci	561	Plant Structure	2 s.h.
Sci	562	Animal Physiology	2 s.h.
Sci	563	Physiology of Plants	2 s.h.
Sci	564	Problems in Biology	2 s.h.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	550	Thesis	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
Sci	510	Problems in Science Education	2 s.h.

- III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

- IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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ELEMENTARY EDUCATION

Curriculum for Master of Education Degree

Students working for this degree in Elementary Education will complete the thirty (30) semester hours of work in accordance with the following divisions:

1. GENERAL STUDIES—fourteen to eighteen (14-18) semester hours of work in General Studies to be selected from the following courses:

Art	521	Contemporary Movements in Art	2 s.h.
Bus	521	Economic Backgrounds of Business	2 s.h.
HE	521	Problems in Family Living	2 s.h.

Mus	521	Musie Literature and Materials	2 s.h.
EngS	521	Modern European Fiction	2 s.h.
Ed	522	Principles and Practices in Speech Improvement	2 s.h.
EngS	523	The Development of Modern English	2 s.h.
EngS	524	Contemporary Poetry	2 s.h.
EngS	525	The Early English Drama	2 s.h.
FL	521	Language and Society	2 s.h.
FL	522	Applied Linguistics	2 s.h.
Geog	521	Advanced Human Geography	2 s.h.
HPe	521	Advanced Seminar in Health and Safety	2 s.h.
Math	521	Basic Concepts in Mathematics	2 s.h.
Sci	521	Recent Advances in Science	2 s.h.
SS	521	Contemporary American Issues	2 s.h.
SS	571	Foreign Policy Studies	2 s.h.
SS	561	Social Policy Studies	2 s.h.

II. PROFESSIONAL STUDIES—eight to ten (8-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	534—		
	535	Diagnosis and Remediation in Reading-Theory and Clinical Practice	each 2 s.h. 2 to 4 s.h.
Ed	550	Thesis	2 s.h.
El	531	Curriculum Problems in Elementary Education	2 s.h.
El	533	Reading Disabilities of Elementary School Children	2 s.h.
El	541	Special Problems in Elementary Social Studies	2 s.h.
El	542	Arithmetic in the Elementary School	2 s.h.
El	543	Resource Materials in Elementary Science	2 s.h.
El	544	Recent Trends in Elementary Language Arts	2 s.h.
El	545	Experimental Studies in Art Education	2 s.h.
El	546	Modern Procedures and Skills in Elementary Music	2 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.

III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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ENGLISH

Curriculum for Master of Education Degree

Students working for this degree with a major in English will complete the thirty (30) semester hours of work in accordance with the following divisions:

I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

EngS	521	Modern European Fiction	2 s.h.
EngS	522	Chaucer	2 s.h.
EngS	523	The Development of Modern English	2 s.h.
EngS	524	Contemporary Poetry	2 s.h.
EngS	525	The Early English Drama	2 s.h.
EngS	526	Shakespeare and His Contemporaries	2 s.h.

EngS	527	Restoration Drama	2 s.h.
EngS	528	Milton	2 s.h.
EngS	529	Wordsworth and Keats	2 s.h.
EngS	530	Tennyson and Browning	2 s.h.
EngS	531A	Major Writers (Emerson, Thoreau, and Hawthorne)	2 s.h.
EngS	531B	Major Writers (Faulkner and Hemingway)	2 s.h.
EngS	532	Styles of Acting	2 s.h.
EngS	533	British Drama since 1880	2 s.h.
EngS	534	Types of the Novel	2 s.h.
EngS	535	Criticism	2 s.h.
FL	521	Language and Society	2 s.h.

II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	531	Reading Problems of Junior and Senior High School Students	2 s.h.
Ed	534—		
	535	Diagnosis and Remediation in Reading-Theory and Clinical Practice	each 2 s.h.
Ed	550	Thesis	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
EngS	542	The Teaching of English in the Secondary School	2 s.h.
EngS	549	Bibliographical Methods in English	2 s.h.
EngS	545	Seminar in Play Production I	2 s.h.
EngS	546	Seminar in Play Production II	2 s.h.

III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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GEOGRAPHY

Curriculum for Master of Education Degree

Students working for this degree with a major in Geography will complete the thirty (30) semester hours of work in accordance with the following divisions:

I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses: 14 semester hours in Geography (minimum), 8 additional hours in Geography and/or related or applied courses to be approved by department.

Geography Courses to be offered:

Geog	521	Advanced Human Geography	2 s.h.
Geog	522	Political Geography	2 s.h.
Geog	523	Urban Geography	2 s.h.
Geog	525—		
	545	Seminars in Regional Geography (See Course Descriptions)	each 2 s.h.
Geog	550A—		
	550B	Geographic Readings	2 or 4 s.h.
Geog	552	Seminar in World Resources	2 s.h.

Geog	554	Physiography of the United States	2 s.h.
Geog	555	Advanced Cartography	2 s.h.
Geog	556	Map and Photographic Interpretation	2 s.h.
Geog	563	Field Course in Geography	2 s.h.

Courses above 545 are not recommended for other than geography, social science or science majors.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	550	Thesis	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
Geog	551	Professional Problems in Geographic Education	2 s.h.

- III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

- IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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GUIDANCE

Curriculum for Master of Education Degree

Students working for this degree with a major in Guidance will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

Guid	531	Philosophy and Principles of Guidance	2 s.h.
Guid	532	Psychology of Growth and Development	2 s.h.
Guid	533—		
	534	Evaluative Methods in Guidance I, II	4 s.h.
Guid	535	The Study of the Individual	2 s.h.
Guid	536	Occupational and Educational Information	2 s.h.
Guid	537	Techniques Used in Counseling	2 s.h.
Guid	538	Organizing and Administering the Guidance Program	2 s.h.
Guid	539	Group Guidance	2 s.h.
Guid	540	Clinical Techniques in Guidance	2 s.h.
Guid	551	Individual Diagnosis in Guidance	2 s.h.

*Ed 516 is required of all Guidance majors, and is a prerequisite for Evaluative Methods in Guidance.

**Psy 531 and Psy 532 might be used in lieu of some of the above where they have already been taken at the undergraduate level, and where all requirements of the Professional Area have been completed. They could not, however, be used to satisfy requirements in both areas where the credits overlap.

Note: The student should refer to the Course Description in the following section for prerequisites to the various courses in the Guidance Program.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:
- | | | | |
|-------|-----|--|-------------|
| °Ed | 516 | Statistical Methods in Education I | 2 s.h. |
| Ed | 517 | Statistical Methods in Education II | 2 s.h. |
| Ed | 518 | Production and Use of Audio-Visual Materials | 2 s.h. |
| Ed | 550 | Thesis | 2 to 4 s.h. |
| °°Psy | 531 | Psychology of the Exceptional Child | 2 s.h. |
| °°Psy | 532 | Studies in Child Adjustment and Guidance | 2 s.h. |
| Psy | 533 | The Psychology of Personality | 2 s.h. |
- III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:
- | | | | |
|----|-----|--|--------|
| Ed | 511 | Historical Foundations of Education | 2 s.h. |
| Ed | 512 | Philosophical Foundations of Education | 2 s.h. |
| Ed | 513 | Social Foundations of Education | 2 s.h. |
- IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:
- | | | | |
|----|-----|----------------------------|--------|
| Ed | 515 | Elements of Research | 2 s.h. |
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MATHEMATICS

Curriculum for Master of Education Degree

Students working for this degree with a major in Mathematics will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

Math	521	Basic Concepts in Mathematics	2 s.h.
Math	530	Differential Equations	2 s.h.
Math	531—		
	532	Advanced Calculus I, II	4 s.h.
Math	533	Infinite Series	2 s.h.
Math	534—		
	535	Functions of a Complex Variable I, II	4 s.h.
Math	536	Functions of a Real Variable	2 s.h.
Math	560	Foundations of Algebra	2 s.h.
Math	561	Modern Algebra	2 s.h.
Math	562	Fundamental Concepts of Analysis	2 s.h.
Math	571	Modern Geometries	2 s.h.
Math	572	Projective Geometry	2 s.h.
Math	573	Topology	2 s.h.
Math	580	Symbolic Logic	2 s.h.
Math	581	Advanced Statistics	2 s.h.
Math	582	Theory of Probability	2 s.h.
Math	583	Linear Programming	2 s.h.
Math	584	Insights Into Modern Mathematics	2 s.h.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	550	Thesis	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
Math	510	Seminar in Mathematics I (Arith, Alg, and Inf. Geom)	2 s.h.
Math	511	Seminar in Mathematics II (Sr. H. S. Math)	2 s.h.

III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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MUSIC EDUCATION

Curriculum for Master of Education Degree

Students working for this degree with a major in Music Education will complete the thirty (30) semester hours of work in accordance with the following divisions:

I. GENERAL STUDIES—Four to six (4-6) semester hours of work to be selected from the following courses:

Art	521	Contemporary Movements in Art	2 s.h.
EngS	521	Modern European Fiction	2 s.h.
EngS	531A	Major Writers (Emerson, Thoreau, and Hawthorne)	2 s.h.
EngS	531B	Major Writers (Faulkner and Hemingway)	2 s.h.
SS	521	Contemporary American Issues	2 s.h.
SS	561	Social Policy Studies	2 s.h.

II. SUBJECT MATTER CONCENTRATION AREA—ten to twelve (10-12) semester hours of work in subject matter content is to be selected from the following courses:

◦ Mus	501	Advanced Choral Conducting	2 s.h.
{ Mus	502	Advanced Instrumental Conducting	2 s.h.
{ Mus	503	Music Literature of the Baroque Era	2 s.h.
{ Mus	504	Music Literature of the 18th Century	2 s.h.
◦ { Mus	505	Music Literature of the Early Romantic Era	2 s.h.
{ Mus	506	Music Literature of the Late Romantic Era	2 s.h.
{ Mus	507	Music Literature Since 1900	2 s.h.
{ Mus	511	Composition	2 s.h.
{ Mus	512	Advanced Orchestration	2 s.h.
◦ { Mus	513	Advanced Band Scoring	2 s.h.
{ Mus	514	Advanced Choral Arranging	2 s.h.
{ Mus	515	Canon, Double Counterpoint and Fugue	2 s.h.
{ Mus	516	Form and Analysis	2 s.h.
{ Mus	530	Music Criticism	2 s.h.
◦ Mus	540—		
	591	Applied Music	4 s.h.

III. PROFESSIONAL STUDIES—ten to twelve (10-12) semester hours of work, including the Thesis or Recital, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
◦ Ed	550	Thesis or Recital	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
◦ Mus	531	Administrative Problems in Music Education	2 s.h.
◦ Mus	532	Seminar in Music Education	2 s.h.
◦ { Mus	533	Comparative Choral Methods	2 s.h.
{ Mus	534	Comparative Instrumental Methods	2 s.h.
{ Mus	535	Psychology of Music Education	2 s.h.
{ Mus	536	Church Music	2 s.h.

◦These courses are required. Where bracketed, one course in that area is required.

IV. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

V. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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PHYSICAL SCIENCE

Curriculum for Master of Education Degree

Students working for this degree with a major in Physical Science will complete the thirty (30) semester hours of work in accordance with the following divisions:

I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

Sci	531	Atomic Structure	2 s.h.
Sci	532	Interrelationships in Science	2 s.h.
Sci	533	History of Science, Scientific Literature, and Terminology	2 s.h.
Sci	534	The Solar Family	2 s.h.
Sci	546—		
	547	Biochemistry I, II	4 s.h.
Sci	548—		
	549	Physical Chemistry I, II	4 s.h.
Sci	565—		
	566	Advanced Inorganic Chemistry I, II	4 s.h.
Sci	567—		
	568	Analytical Mechanics I, II	4 s.h.
Sci	569—		
	570	Electricity and Magnetism I, II	4 s.h.
Sci	571	Advanced Laboratory Practice	2 s.h.
Sci	572	Demonstrations in Chemistry and Physics	2 s.h.

II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education I	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	550	Thesis	2 to 4 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.
Sci	510	Problems in Science Education	2 s.h.

III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophical Foundations of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
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SCIENCE

Curriculum for Master of Education Degree

Students working for this degree with a major in Science will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses:

Sci 531	Atomic Structure	2 s.h.
Sci 532	Interrelationships in Science	2 s.h.

Other courses to be selected from the major in Biology and Physical Science at discretion of candidate's committee. 14-22 s.h.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed 516	Statistical Methods in Education I	2 s.h.
Ed 518	Production and Use of Audio-Visual Materials	2 s.h.
Ed 550	Thesis	2 to 4 s.h.
Psy 531	Psychology of the Exceptional Child	2 s.h.
Psy 532	Studies in Child Adjustment and Guidance	2 s.h.
Sci 510	Problems in Science Education	2 s.h.

- III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed 511	Historical Foundations of Education	2 s.h.
Ed 512	Philosophical Foundations of Education	2 s.h.
Ed 513	Social Foundations of Education	2 s.h.

- IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed 515	Elements of Research	2 s.h.
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SOCIAL STUDIES

Curriculum for Master of Education Degree

Students working for this degree with a major in Social Studies will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. SUBJECT MATTER CONCENTRATION AREA—fourteen to twenty-two (14-22) semester hours of work in subject matter content is to be selected from the following courses: A minimum of 12 semester hours is to be elected in the Social Studies field. A maximum of four semester hours may be elected in allied fields (Geography, English, Foreign Language). Courses must be elected in four of the six Social Studies divisions.

HISTORY

SS 531	Economic and Social Hist. of Penna.	2 s.h.
SS 532	U. S.-British Commonwealth Relations	2 s.h.
SS 533	Social and Intellectual Hist. of U. S.	2 s.h.
SS 541	Modern European Problems	2 s.h.
SS 542	Contemporary Latin American Problems	2 s.h.
SS 543	Modern Asian-African Problems	2 s.h.

ECONOMICS

SS 551	International Economics	2 s.h.
SS 552	Comparative Economic Systems	2 s.h.
SS 553	Contemporary Economic Issues	2 s.h.

POLITICAL SCIENCE

SS 521	Contemporary American Issues	2 s.h.
SS 571	Foreign Policy Studies	2 s.h.
SS 572	Comparative Political Studies	2 s.h.
SS 573	Regional Political Studies	2 s.h.

SOCIOLOGY

SS 561	Social Policy Studies	2 s.h.
SS 562	Deviant Behavior	2 s.h.
SS 563	Intergroup Relations	2 s.h.

PHILOSOPHY

SS 581	Problems in Logic	2 s.h.
SS 582	Problems of Ethics	2 s.h.
SS 583	American Philosophical Thought	2 s.h.

ANTHROPOLOGY

SS 591	Studies in Anthropology	2 s.h.
SS 592	Comparative Cultures	2 s.h.
SS 593	The Science of Culture	2 s.h.

- II. PROFESSIONAL STUDIES—four to ten (4-10) semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed 516	Statistical Methods in Education I	2 s.h.
Ed 518	Production and Use of Audio-Visual Materials	2 s.h.
Ed 550	Thesis	2 to 4 s.h.
Psy 531	Psychology of the Exceptional Child	2 s.h.
Psy 532	Studies in Child Adjustment and Guidance	2 s.h.
SS 510	New Viewpoints in Social Studies Instruction	2 s.h.
SS 514	Research Methodologies in the Social Sciences	2 s.h.

- III. FOUNDATIONS OF EDUCATION—two (2) semester hours of work to be selected from the following courses:

Ed 511	Historical Foundations of Education	2 s.h.
Ed 512	Philosophical Foundations of Education	2 s.h.
Ed 513	Social Foundations of Education	2 s.h.

- IV. RESEARCH TECHNIQUES—the following course is required. It should be scheduled early in the student's program:

Ed 515	Elements of Research	2 s.h.
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Research Requirements for the Degree

The candidate for the Master of Education degree at Indiana must satisfy the research requirements as established by the Graduate Council. He has a choice of writing a thesis on a problem of his particular interest for which two to four hours of graduate credit may be given. It is thus possible for him to complete the requirements for the degree by doing twenty-six semester hours in course work plus a four-hour thesis. If he elects not to write a thesis, he then must complete thirty semester hours in courses and in addition must fulfill the research requirement by preparing a research project.

The Thesis

After filing application for admission to candidacy for the degree, the candidate must then file a research option form in which he indicates his choice of doing a Master's degree thesis or the research project. If he elects to do a thesis he must prepare an outline of the proposed thesis including the identification of the problem which he proposes to investigate, his proposed procedures for carrying out the investigation, and the manner in which he expects to interpret the results. This is then taken to a member of the graduate faculty selected by the candidate with the approval of the Director of Graduate Studies. The member of the graduate faculty selected will serve as the candidate's adviser and chairman of the thesis committee. In addition to the adviser, the thesis committee consists of the department chairman in the student's field, the coordinator of research, and other members of the graduate faculty. This committee meets with the candidate, studies the proposed problem and approves or disapproves the thesis. If approval is given, the committee indicates the number of credit hours to be given.

The Professional Project

For those who do not do a thesis the professional project is an important part of the Master's degree program offered by Indiana State College. This feature of the graduate program gives the student an opportunity to demonstrate his professional competence in a practical situation while teaching or in a laboratory situation while in residence. The purpose of the professional project is to influence and improve school practice and procedures.

The student is encouraged to select some area in a school situation which needs study and improvement. For those in the field, the project should be developed and put into practice, so that concrete and measurable results may be obtained.

For those not teaching at the time, the project should demonstrate the ability of the student to select, organize, and present the results of professional investigation in an area of major interest.

Before it is officially undertaken, the project must be planned with the candidate's adviser, and the plan must be formally approved by the Director of Research, the adviser, and the Director of Graduate Studies.

Guidelines to students for completing a professional project:

1. Course in "Elements of Research": While taking this course the student should decide whether he elects to do a thesis for credit or a professional project. In this course he should formulate his ideas on the selection of a topic. He should learn how to use research materials, to prepare a project outline, and to understand the nature of the formal written report.

2. Plan for the project: The choice of topic and plan of the project should be worked out in consultation with the student's adviser. The student should present, in outline form, a "Research Proposal."

3. The student secures approval of the plan from the Director of Research, the adviser, and the Director of Graduate Studies.

4. The student should attend any seminars which deal with the preparation of a thesis or research project.

5. The student should begin to write the report of his project as soon as possible. Rough drafts should be submitted to the adviser for correction and suggestions. The student should follow Campbell's "Form and Style in Thesis Writing."

6. Acceptance of project: Four copies of the final project should be submitted, through the adviser, to the Director of Graduate Studies. Final acceptance rests with a graduate committee and the Director of Graduate Studies.

An acceptable project should show evidence that the candidate:

1. Has comprehended the essentials of his problem, has followed a well organized plan of work, and has presented satisfactory solutions.

2. Has made an independent and intensive study of his problem.

3. Has made a comprehensive study of the literature in his field.

4. Has shown a command of effective and fluent English with the ability to write in a professional style.

5. Has reached conclusions and recommendations that are justified by his findings and experiences.

6. Has a practical working knowledge of research procedures.

7. Has produced a project of definite value to the educational profession.

Final Conference

After the student has submitted a final draft of his thesis or research project, a final conference is held at which time the student has the opportunity to orally present the results of his thesis or research project. In the case of a thesis, members of this conference are the student's thesis committee. For the research project, the final conference is conducted by the student's adviser plus two or three other members of the graduate faculty named by the Director of Graduate Studies.

Deadline Dates for Final Drafts

Students who expect to receive the Master's degree at the January Commencement should file the final draft of their research project or thesis not later than December 1. For those who expect to receive the degree at the May Commencement, the final drafts must be submitted by April 1. Those expecting to graduate in August must submit their final drafts by July 15.

The Advisory System

The purpose of the advisory system is to insure that the student's work follows a coherent, well-balanced, and unified program for his professional growth and development. The advisory responsibility falls into two parts:

1. Prior to admission to candidacy: At this stage the advisory function is essentially the responsibility of the Director of Graduate Studies and includes the following:

- a. To assist the student in preparing his plan of graduate study.
- b. To recommend the student for admission to candidacy upon completion of the necessary requirements.
- c. To aid the student in the selection of an adviser for completion of degree requirements after he is accepted for candidacy.
- d. To encourage the student to attend seminars for the discussion of the nature of the graduate program.

2. After acceptance of candidate for the degree: The graduate student will be assigned, or may choose with the approval of the Director of Graduate Studies, a faculty adviser to assist him in his graduate work. Necessary changes in advisers may be made at the discretion of the Director of Graduate Studies. This adviser should be competent in the student's area of specialization, as his primary responsibility is to assist the student in choosing, preparing, and presenting his thesis or project in oral and written form as a demonstration of professional competence.

COURSE DESCRIPTIONS

ART

Art 521 Contemporary Movements in Art

Current philosophies and trends in fine arts and art education as they apply to human growth and development will be studied. Research and round table discussion of contemporary art forms will help the student to discover the concepts involved in art expression and how they evolved.

Ed 545 Experimental Studies in Art Education

(See Elementary Education)

BUSINESS

Bus 521 Economic Backgrounds of Business

This course is designed to provide a thorough overview of the economic environment in which business and other agencies must operate. The student will gain a broad perspective of business operations through such topics as business organization and management, consumption of goods, business risks, the business cycle, budgeting and investments.

EDUCATION

Ed 511 Historical Foundations of Education

A study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements will be presented.

Ed 512 Philosophical Foundations of Education

This course will consider the new developments in scientific methodology, theories of curriculum and method, and the development of principles upon which to base instruction.

Ed 513 Social Foundations of Education

This course will deal with those social and cultural forces which influence education and the ways in which education has been affected by them. Particular stress will be placed upon current problems as they relate to the entire educational system and to curricular problems and practices in today's schools.

Ed 515 Elements of Research

Selection of a research problem, collection of data, types of research, the research report, and the use of the library in connection with the research problems will be studied. Elements of

statistics are introduced. This course provides background for the preparation of the thesis or research project, and enables the student to become an intelligent consumer of the products of educational research.

Ed 516 Statistical Methods in Education I

Consists of measurement and statistical techniques as used in teaching, school administration, and common educational research. The basic descriptive statistics, including measures of central tendency, variability, and correlation will be developed. The reliability and validity of test scores will also be discussed. Emphasis will be placed upon the use of the statistical techniques studied and their interpretation.

Ed 517 Statistical Methods in Education II

Advanced statistical devices for educational research workers. The basic concepts of statistical inference and prediction will be developed, including regression and prediction, hypothesis testing, analysis of variance, and partial and multiple correlation. Emphasis will be placed upon the use and interpretation of the techniques studied. Prerequisite: Education 516.

Ed 518 Production and Use of Audio-Visual Materials

This course will deal with the production and proper utilization of both projected and non-projected visual materials and advanced techniques in producing tape recordings. Students will have the opportunity to produce projects with bulletin board materials, colored slides, filmstrips, dry mounted black and white pictures, wet mounted pictorial materials, lantern slides, transparencies, felt-boards, marionettes and puppets, models, dioramas, and tape recordings. The work will consist of both lecture and laboratory experiences. Prerequisite: Audio-Visual Education.

Ed 522 Principles and Practices in Speech Improvement

This course will provide for a study of the normal development of speech, classroom methods in speech improvement, and special consideration for children handicapped in speech or hearing. Library research, project work, demonstrations and experimentation will be heavily stressed.

Ed 531 Reading Problems of Junior and Senior High School Students

This course is planned to help the secondary or special teacher to understand and participate in the developmental reading program at the Junior and Senior High School levels, and to work with those pupils who are not able to achieve satisfactorily because of reading problems.

Special help is given in the basic reading and study skills, the

diagnosis and correction of reading difficulties, the techniques of improving rate and comprehension, and the development of readiness for reading in the content field.

Ed 534-535 The Diagnosis and Remediation in Reading-Theory and Clinical Practice

This course deals with understandings, techniques, and materials that aid teachers to prevent, discover, and correct the weaknesses and wrong learnings in reading of the student who is not achieving satisfactorily. The instruments for study will include a variety of tests, informal evaluations, and other helps. All areas and all levels of reading are considered. This involves two (2) courses each offering two (2) semester hours credit. Prerequisite: Course(s) in Reading—Undergraduate, El 533 or Ed 531.

Ed 550 Thesis or Recital

Students writing a thesis for credit will register for this course.

Recital: Graduate students in music education will prepare and perform a formal recital under the guidance of their private teacher in their major performing area. Approval for the presentation of a recital in lieu of the thesis must be secured from the graduate committee of the Music Education Department. A student should secure approval for this event early in his graduate program, but the actual performance of the recital should occur close to the end of his graduate program.

ELEMENTARY

El 531 Curriculum Problems in Elementary Education

The curriculum will be studied in relation to local needs and resources. Special attention will be given to contemporary forms of organization and procedures for curriculum development. A student will concentrate his studies on a specific problem or area of interest.

El 533 Reading Disabilities of Elementary School Children

This course will consider the identification, causes, and correction of reading disabilities. The mechanics, psychology of reading, and emotional factors involved will be studied.

El 541 Special Problems in Elementary Social Studies

The content of the social studies in the elementary school as it contributes to world understanding and the American cultural heritage will be included in this course. Each student will concentrate his studies on a special problem or area of interest.

El 542 Arithmetic in the Elementary School

An overview of the development of arithmetic as a part of the elementary school curriculum will be presented. It will emphasize curriculum development based upon research in arithmetic, special problems in the teaching of arithmetic and the literature which should be known to a teacher of arithmetic. Prerequisite: *The Teaching of Arithmetic*.

El 543 Resource Materials in Elementary Science

This course is designed to give the elementary teacher experience with the literature, equipment, and materials used in teaching science in the elementary school. References dealing with experiments, demonstrations, and identification of plants and animals will be studied. Experiments and demonstrations will be emphasized. Science kits will be prepared which contain basic equipment that may be used in classroom situations. Field trips will be taken to observe materials in real life situations. Given in summer school only.

El 544 Recent Trends in Elementary Language Arts

This course will deal with trends, problems, and recent contributions of research in the language arts. Areas will include elementary English, spelling, penmanship, and children's literature. Each student will concentrate his studies on a special problem or area of interest.

El 545 Experimental Studies in Art Education

Teachers will undertake art experiences in various media as they are adapted to the provision of art experiences for the child. Emphasis will be placed on the stages of growth, type of motivation, and ways of administering stimuli. The class will study the exceptional child to learn to recognize and encourage evidences of art potential as well as wholesome self-expression.

El 546 Modern Procedures and Skills in Elementary Music

The purpose of this course is to provide the elementary teachers with new developments and techniques recommended for music education.

ENGLISH**EngS 521 Modern European Fiction**

This course offers an intensive study in translation of the major fiction writers of the twentieth century exclusive of British and American. The older generation—Proust, Gide, Kafka, and Mann—will be studied in relation to representatives of contemporary Europeans such as Camus, Moravia, Hesse, Silone, and Pasternak.

EngS 522 Chaucer

The works of Geoffrey Chaucer are studied with special attention to the **Canterbury Tales** and **Troilus and Criseyde**. Pronunciation, versification, language, and textual problems will receive consideration.

EngS 523 The Development of Modern English

The course will study the origins and growth of the English language and the sources of English words. An examination will be made of the changes in English usage, with emphasis on the varieties of current spoken and written usage as a result of geographical, class, and situational differences.

EngS 524 Contemporary Poetry

This course provides for special studies in the work of twentieth-century American and British poets.

EngS 525 The Early English Drama

The development of the English drama from 900 to 1500, with attention to classical and indigenous influences on specific plays and types of plays, will be studied.

EngS 526 Shakespeare and His Contemporaries

Plays by Shakespeare and some of his predecessors, contemporaries, and successors will be read. Plays will be chosen from the work of Marlowe, Lyly, Greene, Kyd, Jonson, Dekker, Beaumont, Fletcher, Webster, and, of course, Shakespeare.

EngS 527 Restoration Drama

The British theatre and its plays from 1660-1700 will be studied. Among the playwrights will be Dryden, Otway, Congreve, Shadwell, Wycherly, Farquhar, and Vanbrugh.

EngS 528 Milton

This course provides for special studies in the prose and poetry of John Milton, with attention paid chiefly to **Paradise Lost** and the lyrics.

EngS 529 Wordsworth and Keats

This course will concentrate on the poetic values, religious conflicts, and social issues that affected the writings of two major Romantic poets. Practice will be given in analyzing form and tone as a guide to meaning.

EngS 530 Tennyson and Browning

This course provides for special studies in the poetry of Tennyson and Browning. Attention is given to the Victorian milieu and to the development of Tennyson's and Browning's philosophy as it is reflected in their work.

EngS 531A Major Writers: Emerson, Thoreau, and Hawthorne

Emphasis is on discussion of the ideas developed in WALDEN, A WEEK ON THE CONCORD AND MERRIMACK RIVERS, Emerson's ESSAYS, FIRST AND SECOND SERIES, and three of Hawthorne's novels, as well as some of the shorter writings. Each student is responsible for investigating one particular area of comparison among the three writers.

EngS 531B Major Writers: Faulkner and Hemingway

This course considers the novels and short stories of William Faulkner and Ernest Hemingway, with attention to each writer's influence on modern fiction.

EngS 532 Styles of Acting

This course will deal with the wide variety of styles of acting that are required in a well-balanced program of play selection. Emphasis will be upon materials and methods that will help an actor solve the problems of the different periods, styles, and types of acting.

EngS 533 British Drama Since 1880

A study of the structure of the play and the elements of action, theme, and character in representative plays of various periods and cultures.

EngS 534 Types of the Novel

Standards are established for such genres of the novel as the Historical Romance, the Novel of Ideas, the Novel of Manners, Satiric Fantasy. English and American novels are read in several of these categories.

EngS 535 Criticism

This is a course in the principles of literary criticism. Attention will be paid to major works of critical theory and to practice in the application of these principles.

EngS 542 The Teaching of English in the Secondary School

A seminar in the teaching of literature and oral and written composition. Studies will be made of the special problems of the

English teacher. Open only to those holding a certificate to teach English.

EngS 545, 546 Seminar in Play Production I, II

This course assumes that the student has had some experience in directing plays. Its aim is to provide a basis for comparison, a method of evaluating one's own procedures, and a clear-cut organizational pattern which may be helpful in teaching directing.

Course II will stress the aesthetic principles of play directing.

EngS 549 Bibliographical Methods in English

This course offers the student practical training in the special methods and materials of research in English.

FOREIGN LANGUAGES

FL 521 Language and Society

The work of this course is designed to inform the student as to the salient facts of language and its fundamental role in the development and continuity of society and culture. Some points considered are: language families and their characteristics, factors of linguistic change and development, reciprocal influences of culture and language, linguistic borrowing, language and religion, and systems of writing.

FL 522 Applied Linguistics

This course is designed to contribute to two closely related objectives: a practical introduction to the reading of a foreign language (normally French or Spanish); and an examination of certain linguistic phenomena with particular reference to the foreign language in question and English. Attention is given to similarities and differences between the foreign language and English, their mutual influences, the cultural implication of these influences, and how language reflects culture and in turn modifies it.

GEOGRAPHY

Geog 521 Advanced Human Geography

Advanced Human Geography will develop case studies of particular regions in various parts of the world and will analyze, where appropriate, the effect of geography on major events in the news. The course builds onto the principles of geography learned in undergraduate World Geography.

Geog 522 Political Geography

Geographic factors and conditions are analyzed as they are related to the character and function of states. Political institutions

are evaluated in light of modern and historic geographic conditions. Emphasis is given to the great world powers and geopolitical thought.

Geog 523 Urban Geography

An analysis is made of city types, patterns, and functions as influenced by geographic conditions and other factors. City planning techniques and field study are utilized.

Geog 525-545 Geography Seminars

Seminars are designed to let the student develop to his greatest potential. Each region is examined in detail for soil, topography, climate, vegetation, population, and the interrelationships evolved. Great stress is placed on individual study and class discussion rather than lecture. Prerequisite: World Geography (undergraduate).

Geog 525—Africa, South of the Sahara

Geog 526—India, Pakistan and Indo-Chinese Peninsula

Geog 527—Mexico, Middle America and West Indian Islands

Geog 528—South America

Geog 530—U.S.S.R.

Geog 531—Northwestern Europe

Geog 532—Mediterranean World

Geog 534—China, Korea and Japan

Geog 535—Australia and Pacific Islands

Geog 536—Polar Regions

Geog 537—Eastern United States

Geog 538—Western United States

Geog 539—Canada

Geog 550A-550B Geographic Readings in Geography (offered every semester on an individual basis by arrangement made through the head of the department)

550A consists of wide readings in the field of geography. Emphasis is upon the classics in the field. Study will be individual and will help the student become critical in his reading and study.

550B consists of reading upon a particular topic or region. Emphasis is upon knowledge and understanding of the selected area of study. Study will be individual and will help the student become more expert with a small area of learning.

Geog 551 Professional Problems in Geographic Education

Classroom problems and discussions centered about "New Viewpoints in Geography" constitutes the core of this course. Individual reports, group discussion and research will constitute the principal methods of presentation.

Geog 552 Seminar in World Resources

World resource exploitation and utilization of the agricultural, mineral, forestry, and fishery industries are treated. Problems, such as energy utilization, food distribution, population growth, regional planning, factory location, conservation measures, and foreign trade, are considered.

Geog 554 Physiography of United States

This course presents a detailed study of the landforms and surface waters of the United States. The origin, classification, and structure of mountains, plains, hills, coast lines, rivers, lakes are discussed as well as the agents causing their birth and subsequent modification, agents such as glaciers, stream erosion, wind abrasion, tides and ocean waves.

Geog 555 Advanced Cartography

This course covers (1) map preparation to illustrate geographic reports; (2) map preparation from field data (triangulation and plant table); (3) map preparation from aerial photographs; (4) map preparation from existing cartographic materials and intelligence data. Modern techniques of plastic relief, scribing, color separation, as well as the capabilities of the newest cartographic and photogrammetric instruments are presented. Dependent upon class size and student interest, a field trip through one of the modern mapping agencies of the United States government may be arranged.

Geog 556 Map and Photographic Interpretation

Maps and aerial photographs enable the geographer to correctly grasp the spatial perspective of the landscape; they enable him to garner much geologic, economic, land use, transportation, strategic information quickly without costly, lengthy field trips—and often for areas that may be currently closed because of political or other animosity. This course develops the ability of the geographer to obtain a maximum of correct information by becoming familiar with the tools of photogrammetry and aware both of the limitations and usefulness of maps and aerial photographs.

Geog 563 Field Course in Geography

The use of field tools and techniques are used in the study of a specific area. Emphasis is upon skill and interpretation of areal patterns of geographic phenomena.

GUIDANCE

Guid 531 Philosophy and Principles of Guidance

This course is designed to give an over-all view of the role of guidance in the educational program. It deals with the function and implementation of guidance services, duties of guidance functionaries, types of guidance organizations, and the relation of the curriculum to guidance and of the teachers to the guidance worker. Guidance practices used in helping solve student problems of adjustment are stressed. This course is prerequisite for all other courses in guidance.

Guid 532 Psychology of Growth and Development

This course is designed to provide insight into how people grow and develop from infancy to old age. Maturation, learning, and their interrelationships are studied. Physical growth patterns are noted along with emotional, intellectual, and social development with implications for the school, community, and home.

Guid 533 Evaluative Methods in Guidance I

Emphasis in this course is placed on intelligence, personality, and special abilities testing. Consideration is given to source, cost, reliability, validity, standardization, and other pertinent aspects. Prerequisite: Education 516.

Guid 534 Evaluative Methods in Guidance II

This course will be a selective and intensive study of achievement tests, vocational interest tests, rating scales and other evaluative instruments useful in guidance work. Emphasis will be placed upon criteria for selecting and evaluating tests, and upon interpreting them for purposes of diagnosis and counseling. Prerequisite: Education 516 and Guidance 533.

Guid 535 The Study of the Individual (Case Studies)

This course is designed primarily to study the principles, problems, methods, and content involved in developing case studies. Consideration will be given to the kinds and the scope of data needed for understanding and to the role and the relationships of the individuals concerned.

Guid 536 Occupational and Educational Information

In this course emphasis is placed upon the collection and evaluation of occupational material, its proper filing, and the uses of such information in vocational counseling. Educational information relating to vocational choice and preparation; sources of occupational literature; occupational studies; and vocational surveys are included in the course. Prerequisite: Guidance 531.

Guid 537 Techniques Used in Counseling

This course deals with the behavior of individuals and with the theories and principles of counseling, particularly as they may apply to the work of the classroom teacher and guidance counselor in the public schools. Personnel techniques used with individuals and with groups will be studied, and attention to both diagnosis and treatment will be given. Testing techniques treated in other courses will not be taught; their contribution in counseling, however, will be considered. Prerequisite: Guidance 533, 534.

Guid 538 Organizing and Administering the Guidance Program

This course includes the purposes, services, lines of authority, types of organization, personnel, and physical equipment in guidance. Both wide and specialized approaches are considered. Prerequisites: Education 516; Guidance 533, 534.

Guid 539 Group Guidance

This course deals with the major objectives of guidance through group procedures and the common types of group-guidance activities which will lead to the establishment of student readiness for individual counseling. Articulation programs, orientation, home-room activities, courses in adjustment problems, the extra-curricular program, and special programs as career and college days are considered. Prerequisite: Guidance 531.

Guid 540 Clinical Techniques in Guidance

This course offers practical experience in the use of clinical instruments in the field of guidance. Prerequisite: Approval by Director of the Psychological Clinic.

Guid 551 Individual Diagnosis in Guidance

Opportunity is provided in this course for intensive study and analysis of case materials involving the personal, social, educational, and vocational problems and adjustment of elementary, secondary, and college students. Possible interpretations of behavior and recommendations for the individual's future will be discussed. Prerequisites: Guidance 533, 534, 535.

HEALTH—PHYSICAL EDUCATION

HPe 521 Advanced Seminar in Health and Safety

This course will explore the basic health and safety needs of students. It will deal primarily with the results of a study of scientific articles on health which have appeared in medical, public health, and allied professional journals over a period of five years.

The chief purpose is to orient the student to this vast field of ever changing data in health and safety and to have him utilize it for his own consumption.

HOME ECONOMICS

HE 521 Problems in Family Living

Transportation, communication, and technological advances with labor saving and other devices are bringing so many possibilities and changes to the home that it is necessary constantly to challenge the home's adjustment. The course will utilize knowledge and research from science, medicine, technology, sociology, economics, art, and psychology in being better able to: provide food, shelter, clothing; utilize time, energy, and material resources; and increase day to day satisfactions in living. Seminars and the problem solving method will be used.

MATHEMATICS

Math 510 Seminar in Mathematics I (Arithmetic, Algebra and Informal Geometry)

This course will acquaint the student with recommended curricula for the 7th, 8th, and 9th grades in mathematics. Emphases will be placed on programs for the slow, the average, and the gifted learners. It is planned that guest lecturers will discuss the Illinois, Maryland, and Yale plans and that demonstration classes will be observed. Students will work on selected individual problems.

Math 511 Seminar in Mathematics II (Senior High School Math)

This seminar will acquaint the student with recommended curricula for the 10th, 11th, and 12th grades in mathematics. Emphases will be placed on up-dating curricula now being followed by the in-service teachers. Special attention will be given to teaching topics of equation, sets, graphs, functions, and geometry including elements of analytic geometry. Guest lecturers of Seminar I will be available to this Seminar also.

Math 521 Basic Concepts in Mathematics

This course aims to develop an understanding of mathematics as a system of thought and will include such topics as kinds of number, scales of notation, the nature of arithmetic operations, basic principles of general numbers and measurements, the history and development of number and some of the contributions to our civilization, and elementary discussions of mathematics developed in the past one hundred years.

Math 530 Differential Equations

This course deals primarily with the solution of differential equations of the first and second order and linear equations with constant coefficients, with applications to geometry and physics.

Math 531-532 Advanced Calculus I, II

The concepts to be developed in this course are considered basic in analysis. Discussions will pertain to limits and continuity, differential and integral calculus of functions of several variables, line and surface integrals, and an introduction to the theory of infinite series.

Math 533 Infinite Series

A development of the theory of the convergence of series. Among the topics considered are: sequences; series of positive, arbitrary, and variable terms; double series, power series; types of convergence and the associated operations with series.

Math 534-535 Functions of a Complex Variable I, II

This course is a study of the properties of complex numbers and functions, including: analytic and elementary functions, the Cauchy-Goursat integral theorem, contour integrals, power series, residues and poles, conformal mappings, Schwarz-Christoffel transformation, and analytic continuation.

Math 536 Functions of a Real Variable

A systematic development of some of the modern theories of differentiation and integration, which proceeds as follows: the theory of sets, limits, continuity, derivatives, convergence of series, implicit function theorems, and the Lebesgue and Riemann integrals.

Math 560 Foundations of Algebra

Intended as an introduction to some of the concepts of modern algebra, this course will be a discussion of the theory of matrices and linear transformations, linear spaces, and bilinear and quadratic forms.

Math 561 Modern Algebra

The discussion of the topics of Math 560 will be continued, followed by a survey of abstract algebraic structures such as groups, rings, and fields.

Math 562 Fundamental Concepts of Analysis

This course will include discussions of the basic concepts of analysis, including derivative, limit, and integral. Several possible

formulations of each concept will be compared. Consideration will be given to applications in the natural and social sciences. The course should enable teachers to develop basic concepts of the calculus in high school courses.

Math 571 Modern Geometries

This course will be a study of the invariant properties of geometric forms under transformation. Linear dependence of points and lines, harmonic division, and cross ratio will be treated, followed by an introduction to projective geometry, metric geometry of the complex plane, affine and space geometry.

Math 572 Projective Geometry

The topics of Math 571 will be developed in more detail from the synthetic point of view. Discussions will concern: projection and section, ideal elements, projectively related forms, harmonic sets and resulting metric properties, polarity, involution, and conic sections from a projective standpoint.

Math 573 Topology

A study of the properties of geometrical figures under topological transformations will be conducted, considering the theory of sets, topological spaces, continuous mappings, compactness, connectedness, and function spaces.

Math 580 Symbolic Logic

A survey will be made of the classical and the modern systems of logic and their use in testing the validity of mathematical reasoning. Algebraic structures in logical systems will be discussed, followed by a brief study of effective computability, Godel's theorem, and related topics.

Math 581 Advanced Statistics

The theory of modern statistical analysis will be developed. The major areas of discussion will be: distribution functions, sampling theory, statistical inference, regression theory, and an introduction to multivariate statistical analysis.

Math 582 Theory of Probability

This course deals with the basic concepts of probability theory with emphasis on practical applications. Topics include: the theory of permutations and combinations, distribution functions, Bernoulli's and Bayes' theorems, and the normal and poisson distributions.

Math 583 Linear Programming

This will be a basic presentation of the theoretical, computational, and applied areas of linear programming. The simplex

method and other computational techniques will be discussed. Applications will pertain to: transportation type, assignment, and combinatorial problems, scheduling and inventory theory, and linear programming.

Math 584 Insights Into Modern Mathematics

This course involves a study and discussion of the twenty-third yearbook of the National Council of Teachers of Mathematics. Topics include the concept of number operations with sets, limits, functions, and topology. This course provides reference material for both the content and the spirit of modern mathematics.

MUSIC EDUCATION

Mus 501 Advanced Choral Conducting

A diagnosis of each individual's conducting technique will be made and corrective procedures introduced. Material for this process will include the large choral works with and without accompaniment. The student will be expected to further develop skills in reading score.

Mus 502 Advanced Instrumental Conducting

An intensive study of larger instrumental works will be developed especially treating the specific conducting techniques necessary to the successful performance of these compositions. The skill development of each individual will be stressed.

Mus 503 Music Literature of the Baroque Era

A stylistic analysis of the period from Monteverdi through J. S. Bach and G. F. Handel. The chronological limitations of the course will be approximately from A. D. 1600 to 1750. Extensive use will be made of the scores and recordings as well as all live performance available in the area.

Mus 504 Music Literature of the Eighteenth Century

An intensive study of the development of standard musical forms and the modern orchestra. The beginning of the period to be considered is marked by the Mannheim School, continues through Haydn and Mozart, and concludes with early Beethoven.

Mus 505 Music Literature of the Early Romantic Era

A detailed study of representative compositions and composers from the later works of Beethoven through the Lieder, changing orchestral styles and the romantic opera.

Mus 506 Music Literature of the Late Romantic Era

A careful consideration of selected works of the latter part of the Nineteenth Century including the Music Drama, the symphonic poem, trends, and styles as they emerged.

Mus 507 Music Literature Since 1900

A study of the main currents of musical thought and an analysis of trends and styles since the turn of the century with particular reference to selected compositions of Prokofieff, Stravinsky, Milhaud, Bartok, Hindemith, Schoenberg, Shostakovitch, et al.

Mus 511 Composition

Composition of music in the various song forms through the rondos and the larger sonata allegro form. The student will be guided in his compositional attempts by careful analysis of similar forms of major composers. Instruction will be highly individualized as to the forms attempted and will depend considerably on the personal interest of the student.

Mus 512 Advanced Orchestration

Consideration will be given to the problems of scoring for the full symphony orchestra as well as the string orchestra and the chamber orchestra. Students will be expected to produce a full score and orchestral parts so that the orchestration may be tested by actual playing by the College Symphony.

Mus 513 Advanced Band Scoring

The problems of scoring for the modern concert band will be considered in detail. Actual scoring for the full symphonic band will be one of the major projects of the course. In addition, the problems of scoring for the brass band, the woodwind choir, and the percussion ensemble will also be considered. Scores and band parts for all projects will be produced by the student for an actual test playing by the College Symphonic Band.

Mus 514 Advanced Choral Arranging

Four-part writing for chorus will be reviewed. Five, six, seven, and eight-part writing will comprise the large part of the course. Special consideration will be given to the problem of writing for men's voices and for women's voices. All projects of the class will be duplicated in full choral score for actual test performance by one of the major vocal groups of the college.

Mus 515 Canon, Double Counterpoint and Fugue

The application of contrapuntal techniques through analysis and creative writing. Included will be the study and writing of two-

and three-voice canons; two- and three-part inventions; and two-, three-, and four-voice fugues.

Mus 516 Form and Analysis

A study of representative compositions of various periods, with emphasis on formal harmonic and stylistic analysis. The student will develop the basic analytical techniques necessary for the analysis of music of any period.

Mus 521 Music Literature and Materials (see Elementary Education Program)

The purpose of this course is to further enhance the musical background of the elementary teacher through acquaintance with suitable literature and materials.

Mus 530 Music Criticism

Consideration of the problems involved in evaluating musical performance of many levels. A study of various approaches to critical evaluation of musical performance. Several detailed procedures of approaching the adjudication of musical groups of various levels will be developed.

Mus 531 Administrative Problems in Music Education

A review of the conventional administrative organization of music education in the public schools. The role of the music director, the music specialist, the consultant, and the music resource teacher will be carefully defined. Consideration will be given to the problems of scheduling in the public school. Current issues concerned with music education and public education in general will be considered, including curriculum development.

Mus 532 Seminar in Music Education

There will be a considerable amount of freedom in the development of this course. The content each time it is offered will be governed by the specific needs of the students programming the course. These needs will be of two general classes: (1) Strengthening areas of weakness, (2) exploring further, areas of interest.

Mus 533 Comparative Choral Methods

Materials and procedures of the preparation of vocal groups for public performance. Several accepted, yet contrasting, approaches will be considered, ranking from the Christiansen technique to that of John Finley Williamson. Special attention will be given to program building.

Mus 534 Comparative Instrumental Methods

Consideration will be given to those materials and procedures which have been proven by actual use in the United States. These various approaches will be compared and given a critical analysis by the class. Rehearsal techniques, efficient use of time and basic motivation will be stressed. The development of interesting programs will be considered.

Mus 535 Psychology of Music Education

An analysis of the latest evidence produced by the field of psychology in music education as applied in actual classroom situations. A review of the latest developments in psychological research relating to specific music education problems will be included.

Mus 536 Church Music

The liturgies of all conventional church denominations will be analyzed from the standpoint of the duties of the church choir conductor. Materials and procedures applicable to volunteer groups will be reviewed and analyzed. The problem of rehearsal attendance and basic motivation will be considered. The course will also include recruitment, budgetary problems, and basic relationships with the administration of the church or synagogue involved.

Mus 540-591 Applied Music

The following courses will be taught in the form of private lessons geared to the individual student and aiming at maximum progress of each student, depending on the background of the student and the time available:

Mus 540, 541, 542, 543	Private Piano
Mus 544, 545, 546, 547	Private Organ
Mus 548, 549, 550, 551	Private Voice
Mus 552, 553, 554, 555	Private Violin
Mus 556, 557, 558, 559	Private Viola
Mus 560, 561, 562, 563	Private Cello
Mus 564, 565, 566, 567	Private Clarinet
Mus 568, 569, 570, 571	Private Flute
Mus 572, 573, 574, 575	Private Oboe
Mus 576, 577, 578, 579	Private Bassoon
Mus 580, 581, 582, 583	Private Trumpet
Mus 584, 585, 586, 587	Private French Horn
Mus 588, 589, 590, 591	Private Trombone

PSYCHOLOGY

Psy 531 Psychology of the Exceptional Child

This course is designed to aid the student in meeting the needs of those children who deviate from the typical in areas of physical, mental, emotional, and educational development. Consideration will be given to methods of instruction and curricular material.

Psy 532 Studies in Child Adjustment and Guidance

This course considers the problems of child adjustment in relation to causative factors. It stresses the dynamics of the child's need to make an adequate adjustment in his relations with other children and adults. The various causes of childhood maladjustment and the classroom teacher's function in remedial treatment will be explored. Case material will be used with direct application to specific problems.

Psy 533 The Psychology of Personality

A consideration of the varied approaches to the problem of understanding personality. The objective will be to give the student an overview of each of the methods of analyzing personality that has, over an extended period of time, withstood careful scrutiny and investigation. The course will undertake some measure of integration by indicating similarities among the various approaches.

Psy 560 Rorschach

This course gives a brief study of the Rorschach technique, its administration, scoring, and interpretation. Demonstrations will be presented to the class. Students will give tests under supervision.

Psy 561 Advanced Psychological Practicum

Structured to provide the graduate student, qualified in either psychology or guidance, with a working experience in a clinical situation. The student will participate, under supervision, in educational, vocational, and personal advisement. Registration only with permission of the Director of the Psychological Clinic.

SCIENCE

Sci 521 Recent Advances in Science

Designed to bring the student up-to-date with the more recent developments in the field of science that have taken place in the past twenty-five years, this course assumes a background of information of the fundamentals of biological science and physical science.

Sci 531 Atomic Structure

This course includes a brief review of fundamentals of electricity and magnetism. Following this, the major topics are charged particles, atomic structure, electromagnetic radiation, waves and particles, electron configurations and atomic spectra. Prerequisites: General Physics, Mathematical Analysis.

Sci 532 Interrelationships in Science

This course is designed to help the student to evaluate the major divisions of scientific knowledge. Various problems will be selected and the contribution of biology, chemistry, and physics, to the solution of these problems will be studied. Three hours per week. Prerequisites: Chemistry I, II, Physics I, II, and Biology I, II.

Sci 533 History of Science, Scientific Literature, and Terminology

This course is designed to broaden the general scientific culture of those already prepared to teach science in the three respective fields of biology, chemistry, and physics. The course is an intensive study of the history of science throughout the world and an appreciation of the literature, terminology, the scientific method, and philosophy of science.

Sci 534 The Solar Family

This course is planned as a study of the characteristics and behavior of the planets and their satellites, asteroids, meteor, comets and other phenomena of the solar systems. One of the major topics will be to investigate and criticize several of the theories as to its origin. It will require some treatment of celestial mechanics, a topic which will be briefly reviewed as part of the course, but will not advance to a level which requires a background of calculus.

Sci 541, 542 Comparative Anatomy I, II

This course is a comparative study of the structure of representatives of the classes of vertebrates. The shark, necturus, and cat will be dissected. Three hours per week throughout the year. Prerequisite: Zoology I, II.

Sci 543, 544 Embryology I, II

A comprehensive course tracing the maturation of gametes, fertilization, cleavage, differentiation, organogenesis, and development in the vertebrates. Major emphasis will be placed on such phenomena in the chick, with correlative work on the frog and pig. A two-semester course with both lecture and laboratory work that meets three hours a week. Prerequisites: Zoology I, II, Comparative Anatomy is desirable.

Sci 545 Microtechnique

A course designed to acquaint the student with the procedures involved in the production of microscope slides. Techniques of preparing whole mounts, microtome sections and serial sections will be covered. Both plant and animal materials will be used. A one-semester course that will meet three hours per week, at least two of which will be spent in independent slide preparation. Prerequisites: Botany I, II, Zoology I, II.

Sci 551, 552 Taxonomy of Plants I, II

This course includes the collection, identification, and classification of vascular plant species with special emphasis on family characteristics and phylogeny. Three hours per week throughout the year. Prerequisite: Botany I, II.

Sci 553, 554 Taxonomy of Animals I, II

This course is a study of the classification system and its application to the identification of animals. Both Invertebrates and Vertebrates are included. Students are required to make collections of the common animals of the region. Prerequisite: Zoology I, II.

Sci 555 Principles of Plant and Animal Distribution

Consideration will be given to the scientific principles underlying the geographic distribution of plants and animals. The factors causing speciation, the centers of origin, and the effects of climate, barriers, and geologic age on migration and range will be studied. Prerequisites: Botany I, II, Zoology I, II.

Sci 561 Plant Structure

The anatomy of typical representatives of the vascular plants will be studied. Consideration will be given to the variations in structure and development of root, stem, leaf, and flower among various plant families. Prerequisite: Botany I, II.

Sci 562 Animal Physiology

Through lectures and laboratory work, students will consider the events of digestion, molecular transport of nutrients and wastes, gaseous exchange, excretion, muscular movement, and control by endocrines and nervous tissue. Prerequisites: Zoology I, II, Inorganic Chemistry I, II.

Sci 563 Physiology of Plants

Cell physiology including respiration, photosynthesis, fermentation, enzyme catalysis, auxins, and membrane phenomena will be stressed. Tropisms, mineral nutrition, water metabolism, and the

translocation of solutes are additional areas of discussion and experimentation.

Sci 564 Problems in Biology

The course offers the opportunity for a student to conduct a literature search combined with controlled experimentation on a limited biological problem. Each student will choose a problem of interest from a field previously studied and work in consultation with his instructor. Prerequisites: six hours of graduate work in Biology and consent of the department.

Sci 546, 547 Biochemistry I, II

A study of the chemistry, metabolism, and function of the principal constituents of living matter. Three hours per week throughout the year. Prerequisites: Analytical Chemistry, Organic Chemistry.

Sci 548, 549 Physical Chemistry I, II

This course considers the gases, liquid, and crystalline states of matter, with relative molecular structure and physical properties. Thermochemistry, thermodynamics, electrochemistry, photochemistry, mechanochemistry, colloidal chemistry, nuclear chemistry, and relative problems of solutions, heat, work, and heat capacity, solutions of non-volatile solutes, homogeneous and heterogeneous chemical equilibria, ionic equilibria, and quantum theory will be studied. Three hours per week throughout the year. Prerequisites: Physical Chemistry, Integral Calculus.

Sci 565, 566 Advanced Inorganic Chemistry I, II

Descriptive chemistry of selected elements and compounds. Interrelationship of atomic structure, chemical properties, and physical properties. Applications to experimental work. Prerequisites: Qualitative and Quantitative Chemistry or Qualitative and Physical Chemistry.

Sci 567 Analytical Mechanics I

The topics of this course are kinematics, particle dynamics, gravitation, free and forced harmonic motion. The treatment of these topics involves the use of vector methods and the differential and integral calculus. Prerequisites: General Physics. Mathematics through Differential Equations.

Sci 568 Analytical Mechanics II

The topics of this course are the dynamics of rigid bodies, wave motion, and statics of particles and rigid bodies.

Sci 569, 570 Electricity and Magnetism I, II

Topics developed are D.C. and A.C. Circuits including properties of circuit elements, electrostatic and magnetic fields, magnetic properties of materials, oscillating circuits and Maxwell's theory of electromagnetic radiation. Some elementary concepts of vector analysis are developed and used where they clarify the treatment. Three hours lecture per week, including some laboratory work and demonstration. Prerequisites: Sci 181, 182, Physics I, II, or the equivalent, mathematics through differential and integral calculus.

Sci 571 Advanced Laboratory Practice

Study of selected topics in physics using advanced laboratory and mathematical techniques.

Sci 572 Demonstrations in Chemistry and Physics

Classroom and lecture demonstrations to be prepared and presented and evaluated by students and instructor. The course will include some elementary instruction in glassworking. Prerequisites: Chemistry I. II. Physics I, II.

Sci 510 Problems in Science Education

This course will examine specific classroom problems in the light of current research in science education. Emphasis will be given to new approaches to curriculum revision, the introduction of concepts of modern science, the use of group dynamics in classroom situations, and recent efforts directed towards achieving the objectives of science education. Prerequisite: six hours of science at the graduate level.

SOCIAL STUDIES

SS 510 New Viewpoints in Social Studies Instruction

Starting with the conclusions developed from recent research in the several social sciences, a study will be made of the curricular and instructional changes which have been proposed to close the gap between what we now know about human behavior and what is generally taught in social studies courses.

SS 514 Research Methodologies in the Social Sciences

Selection of a research topic, techniques of locating and using source materials, the evaluation of evidence, the organization of the tested data, and the exposition of the tested data according to approved forms. Methodologies of value to students of politics, economics, or sociology will receive attention, in addition to those techniques usually treated in historiography.

SS 521 Contemporary American Issues

This course will be conducted in seminar fashion, centering its attention on one or two major contemporary American issues. Class procedure will include lectures, oral reports, and a term paper.

SS 531 Economic and Social History of Pennsylvania

This course analyzes the economic and social background of Pennsylvania with emphasis on regional development. The interplay of such factors as industrialization and immigration on organizational movements will be studied through the problem approach.

SS 532 U. S.-British Commonwealth Relations

Emphasis is placed on those aspects of United States and Commonwealth backgrounds and policies that aid mutual understanding and international accord in the modern world.

SS 533 Social and Intellectual History of the United States

An analysis of the cultural forces which have helped to shape modern America. Ways of living characteristic of certain periods will be studied, together with the more significant social-reform movements and their attendant systems of thought.

SS 541 Modern European Problems

A course area that considers Europe from the economic, social, political, diplomatic, and cultural points of view. Attention is also given to specific problems and to the role of European powers in world affairs.

SS 542 Contemporary Latin American Problems

A study of the major cultural, economic, political, and related problems currently confronting the Latin American countries.

SS 543 Modern Asian-African Problems

To understand better the nature and problems of a large portion of the non-Western world, the emphasis will be placed upon an analysis of contemporary, social, economic, and political developments in selected areas of Asia and Africa.

SS 551 International Economics

The nature of the world economy, international trade, international investment, current international institutions, and the foreign economic policy of the United States.

SS 552 Comparative Economic Systems

Basic economic issues in capitalism, socialism, communism, and fascism, and their relationships to political and social problems.

SS 553 Contemporary Economic Issues

Attention will be centered on problem areas of the domestic economy in this course. The primary focus in each semester will be determined by student-instructor interest.

SS 561 Social Policy Studies

This course will attempt to develop answers to the general question, "What courses of social action will best serve the general welfare?" Focusing on several key issues on the American social scene, the class will examine the genesis of each problem, the present conflict of values inherent in the problem, the alternative proposals for its solution, and the social consequences.

SS 562 Deviant Behavior

Crime as a social product. The social-individual analysis of criminal behavior, its treatment and prevention. Lectures, discussions, papers.

SS 563 Intergroup Relations

Problems and policies relative to selected groups, with special emphasis on recent trends in public opinion and the relationship of these groups to society. Lectures, discussions, papers.

SS 571 Foreign Policy Studies

This course considers selected problems in international affairs. Emphasis is placed on those problems and conflicts which have evolved in the post-war era, particularly as they relate to the position of the United States in World affairs. Specific problems are approached both in terms of the countries involved and in terms of the existing balance in the world economic, ideological, and power structure.

SS 572 Comparative Political Studies

A course that considers the theory, structure, policies, and problems of selected foreign governments. Specific political ideas and governmental institutions are also analyzed from the comparative point of view. Special emphasis is placed on comparing and contrasting ideas and institutions with those of the United States.

SS 573 Regional Political Studies

Examines the structure and function of state, county, and municipal governments. It emphasizes the problems faced by gov-

ernment at these levels and seeks solutions to these problems. Pennsylvania governmental forms are stressed but are contrasted with those of other states.

SS 581 Problems in Logic

A study of problems related to the methods of formal logic. Modern techniques of deduction with applications to philosophy and the exact sciences.

SS 582 Problems of Ethics

A study of conflicting philosophies of life and ethical theories.

SS 583 American Philosophical Thought

A study of the more original and influential philosophies developed in America from the colonial period to the present.

SS 591 Studies in Anthropology

A survey for graduate students of the evolution of man and culture, presenting the principal findings of physical and cultural anthropology.

SS 592 Comparative Cultures

A comparative study of selected examples of the world's cultures, from primitive hunters to modern industrial systems, as adaptations to their geographical and social habitats.

SS 593 The Science of Culture

An introduction to the major theories of cultural anthropology which are employed to account for the variety and structures of man's cultures.

Ed 540 Supervision of Student Teaching

Designed for supervising teachers and others working with student teachers, this course provides opportunity for the development of pertinent materials and for continuous evaluation of various aspects of the student teaching program. Stress is also given to evaluative procedures used in working with prospective teachers. Basic principles underlying an effective student teaching program are examined from both a theoretical and applied viewpoint. Prerequisite: Teaching certificate and teaching experience.

HPe 530 Workshop in Community-School Health Education

This workshop is concerned with school, community and public health including mental health, nutrition, dental, physical education, health services, environment, health teaching and evaluation. Special projects, consultation, visitation, discussions and sources of information and materials will be considered.

